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STATE OF ILLINOIS
HENRY HORNER, Governor

THE WESTERN ILLINOIS STATE TEACHERS COLLEGE

QUARTERLY

DECEMBER, 1936

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Mental Hygiene
in
The Teachers College

By
L. A. Pennington

Published by the Western Illinois State Teachers College
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FOREWORD

Because of the apparent need for greater emphasis upon the social aspects of child and adolescent behavior this report has been written. The treatment, it is believed, affords a description of one constructive approach to certain professional problems of teacher training.

THE AUTHOR.

INTRODUCTION

The purpose of this report is to present an analysis of the training facilities in the field of mental hygiene offered by the teachers college[1]. In order to clarify the discussion the report has been divided into three sections. These divisions logically follow in the order listed below.

1. The mental hygiene needs of the prospective teacher.
2. The constructive approaches utilized by this institution in the attempt to meet these teacher needs.
3. The practical application of mental hygiene principles in the reformulation of classroom procedures at the collegiate levels.

I. Teacher Needs and Mental Hygiene

Numerous articles have appeared from time to time indicating the concern of educators relative to problems of teacher training. These discussions have provoked considerable thought, and have likewise led to constructive measures. The general result has been, then, the awakening of educators to the fact that not all teachers graduated each June from teacher training institutions are adequately trained. These teachers undoubtedly have mastered the subject matter of their major fields. They have undoubtedly "taken" all the "education courses" required for a particular brand of teaching certificate. Still, the educators, along with other socially minded individuals, are coming to realize that these so-called prerequisites for the teaching profession, as established to date, may not be all sufficient. Indeed, there is evidence to indicate that teachers often possess personality characteristics which make them unsuited for classroom work. Many of them may have little conception of the meaning, let alone of the application of recent psychological, sociological, and clinical findings, which bear upon educational procedures. These teachers, however, in the majority of the cases are not to blame. Generally speaking, they have not been given the opportunity to consider the recent trends within those subject matter areas most closely related to the field of education. Because of the existence of this phenomenon of *educational lag* this report has been written. The discussion will thus attempt to point out additional areas and general understandings which should be made apparent to the teacher in training in order to decrease this element of lag. Particular emphasis will therefore be given to the mental hygiene movement and its bearing upon teacher training.

[1]The discussion of this topic relates to work which has been done in recent years at The Western Illinois State Teachers College, located at Macomb, Illinois.

Scientists have long realized that investigations along various lines of endeavor have progressed in cyclic fashion. Not many years ago scientists in a certain field stressed the role of the endocrine glands as a vital conditioning factor in behavior. Other research workers, instilled with commendable enthusiasm for their own endeavors, stressed the vital importance of diet to healthy living. Surely it is recognized that these factors do condition behavior, but scarcely to the exclusion of all other principles. This rhythmic progression of science has been evident in the field of education. Most recently the pendulum turned toward educational measurement as the solution for all educational dilemmas. Obviously, from all these experimental oscillations, life has been greatly enriched. On the other hand, warnings from time to time are issued against the wholesale acceptance of any movement as a panacea for all evils, social, educational, or otherwise. At present, the tendency within the field of education is for the pendulum to swing away from the field of educational measurement toward the study of the normal personality. In consequence of this shift in emphasis the mental hygiene movement has rightfully entered the field of education and of teacher training. The author, however, wishes to stress that no attempt is made in this report to prove this remedial movement a general panacea for all ills. The mental hygiene movement and its related subject matter areas rather offer only one scientifically sound procedure whereby a degree of social improvement may result.

Historically, the development of the mental hygiene movement goes for its immediate stimulus to the autobiographical novel published by Clifford Beers (6) in 1907. "A mind that found itself" depicted the inhuman treatment afforded the insane at the turn of the twentieth century in the United States. This author is still spending his energies toward the still further correction of those once unbearable conditions within the mental hospitals. To what degree he and his followers have been successful is best illustrated by contrasting Beers' own writings with those of William Seabrook in 1935. Seabrook's "Asylum" (16) portrays in interesting style the therapeutic agencies now used in mental hospitals. He shows most clearly the removal of the stigma once attached by society to those who were unfortunate enough to live for a period within these institutions.

The result of Beers' efforts has been the rapid development of the mental hygiene movement[2]. This movement has developed three planks within its functional platform of activities. The first, in terms of chronology, stresses the attempt of the scientist to remedy advanced mental diseases, the neuroses and psychoses. The second plank aims to prevent the development of mental aberrations by prophylactic measures. The third, and perhaps the most useful plank of the program for the educator, stresses the application of numerous positive principles, which, when

[2]The movement was named by Dr. Adolf Meyer, Phipps Clinic, Johns Hopkins University, Baltimore, Maryland.

applied from birth onward, would result in the development of the well adjusted personality, physically, mentally, morally, socially, and emotionally. These rules are the "do's" of mental health, just as daily exercise is one "do" toward the achievement of physical well being. These principles, therefore, aid the individual in achieving the objective of the mental hygiene program, namely, "the attainment and maintainment of mental health"[3]. Thus mental hygiene is directed toward "developing personality to its greatest possibilities, so that every individual gives his best to the world, and knows the deep satisfaction of a life richly and fully lived"[4].

Numerous commentators on society of the present day have stressed the need for the wide application of these positive principles. In fact, several writers have suggested that international difficulties, generally political and economic in origin, could be remedied and perhaps eventually prevented by utilization of such measures (11). Even though such a contention might illustrate the acceptance of the mental hygiene movement as a panacea, a degree of truth no doubt exists within such a conclusion. In the final analysis, assuredly the personalities of statesmen play no small role in the solution of international complications. In addition, there are those who maintain that advancement within the psychological arena will occur through the study of the social milieu. If this should prove to be the case, and evidence could be marshalled to defend this point of view even at present, the mental hygiene movement would deserve no small commendation for the stimulation of such scientific advancement. This advancement in the field of psychology would thus bear out the prediction of William Osler who, at the close of the nineteenth century, stated that "the mental sciences" would grow rapidly in the twentieth. It is little wonder, then, that educators are influenced by the appearance of the hygiene movement. This would be true for no other reason than that psychology and education are inextricably related.

This specific relationship between psychological principles and educational procedures indicates the possibility for a parallelism between psychological advancement and educational progress. This being the case, the schools would seem to occupy peculiarly strategic positions as institutions for the dissemination of functional subject matter and skills as well as attitudes. A gap, however, appears to exist between the two areas of subject matter. In consequence, society at present shows definite need for more functional training of its future citizens. Certainly one of the areas which can contribute much to the betterment of peoples will be that of mental hygiene.

Evidences for the need of this and other stabilizing factors are numerous. Vital statisticians have pointed out that within a decade the divorce

[3]Wallin, W. : Personality maladjustments and mental hygiene. New York : McGraw-Hill, 1935, page 31.
[4]Definition given by the New York State Health Commission.

rate has increased 20 per cent; that the suicide rate has mounted some 23 per cent; that the homicide rate has increased approximately 14 per cent. Other evidences can be cited. Criminologists have indicated that still larger sums are needed for the control and prevention of crimes. Should not the schools be able to alleviate this problem to some extent? Surely they have the opportunity to work with the future criminal and delinquent long before asocial conduct has developed to its fullest extent. The White House Conference on Child Health and Protection (22) has stressed the need for more detailed constructive programs both in the homes and in the schools if social maladjustments of various types are to be prevented. Surveys of mental hospitals of the United States have indicated an increasing number of initial commitments year after year. Any area of knowledge and skills which could ameliorate any of these difficulties would be socially worthwhile.

In the face of these needs of society numerous corrective measures have been supported from time to time. Chief among these is the mental hygiene movement, although it has, as yet, received far too little attention. The apparent reason for the lack of attention paid to this health promoting movement is the absence of understanding on the part of society of the movement's aims and principles. A gap thus appears to exist between the mental hygienist and the public. No agency, thus far, has been able to bridge this chasm completely. The schools, as mentioned previously, offer facilities for the dissemination of this material, but they, too, must become well aware of the movement's existence before this can take place. Angell (1), and Cooper (10), as well as Benson and Altender (7), have indicated very recently the paucity of training in mental hygiene at all levels of instruction. In fact, only approximately 23 per cent of some 240 teacher training institutions in the United States were offering training in mental hygiene in 1931 (7). On the other hand, Wallin (19) maintains that "although it is impossible to venture anything like an accurate estimate, perhaps we may not err too greatly if we assume that about 50 per cent of mental disease could be prevented by the application of existing knowledge. If 50 per cent of the major mental disorders can be prevented, is it not safe to assume that a larger proportion of minor mental maladjustments can also be prevented (and also corrected) by appropriate mental and educational hygiene procedures"? To contrast with this statement, the number of first commitments to mental hospitals in the United States increased from 50,000 in 1920 to 89,742 in 1932[5]. The slowly increasing population in this country would not alone tend to account for this increment in mental illnesses. As Skinner (17) puts it "it is the task of the educators, the psychologists, the mental hygienists, and the psychiatrists to work together for the purpose of preventing personality disorders and treating any that are formed". If these statements are accepted it would appear that the role of the educator is rather well delimited with respect to the dissemination of mental hygiene information.

In an additional manner the mental hygienists can be of service to society and so to the educator as well. The teacher, we realize, holds a strategic position in the guidance of children. A knowledge of the ways and means of handling behavior problems common among school pupils would be of advantage to any teacher. Are teachers, however, able to recognize personality deviations, let alone attempting to aid in the correction of the difficulties? For an answer to this question reference may be made to the recent investigation of Yourman (24) who raised the question of teacher insight into pupil behavior problems. Two hundred elementary school children were selected by their teachers because they felt that these pupils possessed definite behavioral difficulties. These habit patterns where then listed. The teachers were asked to rate these characteristics in terms of the degrees of seriousness. The results of Yourman's study tend to agree essentially with those reported by Wickman (23) in 1929. This latter study was based upon the rating of 500 teachers. Both investigators report that teachers rate pupil behavior as serious only when this behavior runs counter to the rigidity of classroom procedures. These teachers considered, in general, aggressive behavior as an indication of deviation from the undefined "normal". Wickman, in his study, asked a group of clinicians, who were well trained in the treatment of personality deviations to rate the lists of behavior characteristics. These clinicians practically reversed the ratings of the teachers. The more serious problems from the point of view of the teacher were rated the less serious by the clinician. Pupils possessing negative traits, such as shyness, fearfulness, sensitiveness, resentfulness, unsocialness, suggestibility, were considered far more serious illustrations of problem children by the clinician than those possessing aggressive traits, and so creating classroom disturbances.

These two studies, among others, indicate a high degree of discrepancy between the attitudes of the teacher and the clinician toward problems of behavior. The teacher, perhaps, because of the absence of training in how to deal intelligently with these problems, may still be immersed in teaching subject matter to a group which must master all the words of wisdom or else..... The clinician, trained in mental hygiene, is, on the other hand, concerned with the proper teaching of the child. He is concerned with the development of the physical, mental, social, and emotional life of the child in relation to these teaching procedures. This lack of agreement between the two points of view needs no longer exist. The aims of the teacher and of the clinician can be made to coincide. That this is possible has been shown by an investigation carried out by Bain (4) in 1934. He has shown that students, after completing work in child psychology, rated the Wickman scale similar to the ratings made by the mental hygienists. Training can reconcile these two points of view.

[5]Wallin, Wallace : Personality maladjustments and mental hygiene. 1935, p. 48.

A third value of the mental hygiene movement to the educator and to society rests in the personal aid given to prospective teachers. A brief analysis of the situations in which teachers have been reported as failures has been made. Results show, in general, that many of this group of unsuccessful teachers both in the secondary and elementary systems, fail not because of deficiencies in subject matter and teaching techniques. Failure, rather, is attributed either to certain personality characteristics, or to inability to adjust to the physical and social environments of the local communities. Washburne (8) has reported a similar finding relative to the failure of teachers, very carefully selected, in the Winnetka school systems. From a slightly different point of view, Burnham (9) has remarked that "psychology, education, history, culture, mental hygiene and religion,—all put emphasis upon the human personality". Other educators have frequently given much attention to teacher personality. They appear agreed that personality is one of the most important contributors to successful teaching. These impressions have been borne out by numerous surveys which have indicated this factor of personality as an important contribution to success in many fields. Other studies have gone a step farther, and have indicated the "educatibility" of many personality traits. If this is the case, then this important conditioning factor of teacher success needs stress in the classrooms filled with prospective teachers and school administrators. Thus far this most essential battery of functional material is just beginning to be made available. That the need exists for this material is indicated by the studies carried out by Peck (14), Pressey (15), Wampler and Welte (20), and others. These investigators indicate the existence of numerous personal problems among otherwise normal prospective and experienced teachers.

These facts relative to the teaching personality also point toward the need for a more thorough understanding of society on the part of prospective teachers. Inability of teachers to adjust to the local community can undoubtedly be traced to one of two causes. First, the difficulty may be due to the teacher's mode of behavior, which is not acceptable in terms of the community mores. Second, the difficulty may be due to the teacher's ignorance of what may be expected within the community. Thus the teacher may not know that some degree of adjustment within the community will be necessary. In either case, it is felt the prospective teacher can be trained to realize the importance of social adjustment on the job. Information can give some degree of enlightment as to those social forces which require a high or low degree of conformity to the customs of the community[6]. In fact, the teacher training institution can act as a practice field in action and in thought for later adjustments. Obviously, this battery of material is of considerable value for the teacher

[6] Obviously few communities are perfect. Bassett (5), among others, has indicated the need for mental hygiene within the community. This need, though obvious, does not detract from the teacher's problem of satisfactory adjustment while in the community if the position is to be retained.

and should be presented early in the training period. From one point of view the field of sociology is probably the proper area for the inclusion of such functional material. This field should also consider the teacher and his role in the social groups of the school environment. Indeed, greater emphasis upon social behavior and its development is needed if prospective teachers are to enter urban or rural societies and there to successfully manipulate their lives in what is universally accepted today as a "we-world". In order to offer evidence for this need for social understandings references only may be made to a recent anonymous article entitled "A school teacher talks back" (2).

In summary, society, when studied, indicates the need for the dissemination of the information available from the field of mental hygiene. This need is no less evident in the teacher training institutions. From one point of view the need is even greater. The conclusion can thus be drawn that prospective teachers should early be informed concerning the ways and means of making adequate social adjustments. They should also possess insight into their own personalities and take steps to remedy particular difficulties. They should be trained to recognize developing disorders in personality, in order that they may be able to offer children and adolescents constructive suggestions. They should understand the development of the mental hygiene movement, and they should know how to apply the positive principles in the class room, in the home, and in society, thus to lead individuals toward the goal of good physical and mental health. The prospective teacher should, therefore, be familiar with the recent advances in a number of scientific fields, so that the characteristic phenomenon of lag eventually may be decreased by continuous teacher effort. This can be accomplished if teachers are willing to keep pace with the new developments in educational and in allied fields. Certainly the teacher should acquire the scientific attitude toward his chosen field. He should acquire the attitude of keeping up with the progresses made by experimentalists in these various areas from which additional educational applications and understandings are about to develop.

II. CONSTRUCTIVE APPROACHES TO TEACHER NEEDS

During the past few years several attempts have been made to meet the needs of the prospective teachers as well as those of teachers who return for additional work. One of these endeavors has dealt specifically with the development of a program of mental hygiene at the collegiate level. A brief description of this program follows.

The first step in the development of this program entailed the reorganization of several courses. The courses offered in psychology (general, child, and adolescent) have been so arranged that their content includes not only recent advances in the study of human behavior, but also the

hygiene of healthy living. They now offer socialized discussions on problems pertinent in the development of a functional philosophy of education. Detailed study of emotional behavior of children and of adolescents is made. Analyses of fundamental physiological drives and their bearing upon student behavior are stressed. Considerable time is spent upon the interrelations between physiological and emotional drives, adjustments to frustrations, learning, and intelligence. A specific attempt is made to understand the total child or adolescent personality in its relation to the social environment. In as much as far too much stress has been placed, it is felt, upon the abnormal phases of behavior, emphasis has now been placed upon the teacher understanding of the so-called range of normal personality characteristics. Such an approach appears more sensible in light of the need not only for teacher understanding of the atypical pupils, but also for insight into the average child or adolescent[7]. Obviously, the problem of individual differences receives attention chiefly as a background always recognized and considered. Course material in psychology thus has come to stress the social comcomitants of behavior and the development of the normal personality.

In addition to the reorganization of these courses in such a way that the content included a study of the individual in the social group, an elective four hour course is offered annually for juniors and seniors in mental hygiene. In this course the principles of positive mental hygiene are analyzed and related to the normal and near-normal classroom personalities. Study is made of the importance of teacher personality. In as much as studies in learning have indicated the educatibility of personality characteristics, consideration is given to the ways and means of improving the individual and group adjustments. Further, students are allowed to present case histories of pupils in their practice teaching classes. From these, they are asked to make a series of recommendations which illustrate the findings of the experimental studies studied earlier. These case studies are presented anonymously, and, as such, are discussed by the group. Here, also, training is given in the recognition of behavior deviations often found within the elementary and secondary school populations. The emphasis is of course placed upon the positive guidance of the normal personality as found in the group situation, and upon the teacher's ability to apply positive health principles. On the other hand, if the teacher is able to identify the more obvious personality difficulties preventive measures can be applied. With this training it is hoped that the teacher will be able to work intelligently with the group in her charge. This course in mental hygiene and social adjustment has been recently added to the curriculum and has met with favor with parents, teachers, and students.

[7]This emphasis upon the study of normal behavior has received more detailed treatment in a handbook entitled "Psychology of personality and social adjustment" by Robert Leeper (12).

A second step has been taken in the direction of supplying training in mental health. The Extension Department of the college this year organized an "Open Forum" whereby faculty members may be requested to address groups in neighboring communities. Three faculty members, who are trained on the subject of this report, are scheduled to speak upon request on the subject of mental hygiene and its applications to the home and to community problems. This plan is too recent an innovation for any comment to be made at this time with respect to its success. Nearby communities, however, have shown interest in the plan.

The step which provides opportunity for student consultation on personal problems has not been taken as yet. Little opportunity exists to fulfil this function. Students, however, are known to feel free to discuss their problems with certain faculty members who attempt to outline constructive, positively directed programs for these students. Advice to this degree is available. This year, too, a medical unit has been opened with a full time physician in charge. It is entirely possible that consultation periods and guidance on personal problems may be arranged for.

III. CLASS PROCEDURES AND MENTAL HYGIENE[8]

The objective of this attempted experiment in class room procedure has been to align the method of presentation of subject matter with the currently accepted criteria of the mental hygienist. This "experiment" has been tried with the introductory course in educational sociology (Sociology 320) required of all students in training. An additional reason for changing the teaching procedure was that the lecture method appears, from one point of view, to have outgrown its usefulness, at least with respect to certain types of subject matter.

The reorganization of introductory sociology can be divided for convenience into two parallel procedures. First, the content of the course was completely revised and reassembled. Second, the classroom technique was radically altered.

First, with reference to the reorganization of subject matter, considerable attention was given to recent advances in the psychological world. With the advent of *Gestalt-theorie* from the University of Berlin and elsewhere many foreign and American educators have shown increasing interest in the educational implications of the movement. Indeed, this systematic approach to the explanation of human and animal behavior actually has given the contentions of many educators added impetus. Certainly long before 1912 not a few American educators had begun to see the need for the study of the total organism. It was little wonder, then, that educators have shown concern toward what may be called in general the teaching of relationships between wholes and parts by first teaching the totalities or the configurations. This conception, of

[8]The material discussed in the section was partially presented before a sectional meeting of the joint faculties of the teachers colleges of the state in Springfield, September 18, 1936.

course, has been handed down via general methods courses in education as the deductive type of lesson[9]. Thus with the Gestalt approach in mind, the reorganization of course material proceeded as follows:

1. The material was first organized into comprehensive units. Each unit could thus be concentrated upon to the exclusion of extraneous materials.

2. The subject matter itself was gone over and checked against prospective teacher needs—a subjective criterion, it is true. Such a procedure is superior, however, to teaching subject matter because an antiquated text contains it, or because any text points the way to the path of least resistance. The library was combed, and orders were placed for additional texts, journals, and magazines of reputable character. It was felt that prospective teachers should certainly be aware of social problems of the day; of the influences of customs, mores, social codes, and propaganda. Surely they should realize the role which the home and the school play in social achievement and in social disorganization.

3. The units of work were so arranged that a problem or a series of problems were presented for solution. Experimental studies have indicated conclusively that learning is an active process. Students therefore learn by doing. By presenting a series of problems college students can be more easily motivated. They are given training in taking responsibility, and in showing initiative. The problem situation also tends to present a set of preparation questions, and so makes for definiteness in study. The actual teaching of subject matter escapes being purely intellectual. Through activity the material and the problem solutions are made actually intelligent.

Because of the interest which might possibly accrue from the preceding discussion, an abbreviated outline of the subject matter content for four units of the eight offered each quarter is included in this report. These units, it must be understood, are not completely outlined. They merely illustrate the type of approach which has been made to the problem of subject matter inclusion and arrangement. It is realized that such an outline has only temporary value, if any at all, but because of the possible illustrative function this sample has been arranged. The outline follows.

UNIT I. *Introduction. Why should the prospective teacher study sociology?*

A. What is "sociology"?
   1. Trace the development of sociology as a science.
   2. Differentiate between social and natural sciences.
   3. Relate sociology to the following fields:
      Anthropology, archeology, paleontology, psychology, education, history.

[9]For an illustration of this method in teaching arithmetic see the 10th Yearbook of The National Council of Teachers of Mathmatics. R. H. Wheeler has discussed this problem in his chapter on "The new psychology of learning", page 233 ff.

B. How are sociological data collected?
   1. List and describe the methods used by sociologists.

C. What approaches or interpretations can you discover are used by sociologists?
   1. Differentiate between these approaches. Illustrate each by references to social phenomena of the present:
      a. Human ecology
      b. Social pathology
      c. Applied sociology
      d. Educational sociology
      e. Social telesis
      f. Descriptive or pure sociology.

D. What insights should a study of sociology contribute to the prospective teacher?

UNIT II. *What sociological terms should the prospective teacher add to the vocabulary?*

A. The concepts of social organization and social disorganization.
   1. What are the social factors conditioning each
      a. Meaning of the terms: Mores, customs, codes, institutions, propaganda. interest, attitudes.

B. Describe the social class and caste system of the United States.

C. The concept of social change and theories offered in explanation.
   1. Why should interactionism tend to have a considerable following?
   2. Relate urbanization to social change.
   3. Present specific evidences of urbanization.

D. Prepare a discussion on the effects of increased urbanization upon education.

E. List the sociological understandings obtained from this unit. Relate these to the field of education.

F. What types of social codes are you, as teachers, likely to meet in the nearby communities?
   1. What type of adjustment to them should the teacher be prepared to make?
   2. Analyze one community with which you are familiar.
      a. What adjustment problems would you have in this community?

UNIT III. *The American family. Why should the teacher understand the problems of the modern family?*

A. Describe the Cottage System family.
   1. List its functions.
   2. Trace the influence of technology upon these functions.
   3. Relate the influence of the city, science, and machine to the family.

B. What are the problems of the modern urban family?
   1. Present the actual and the legal causes for family disorganization.
   2. Describe the status of marriage and divorce laws in the United States.
   3. Relate the marriage and divorce rates in this country to those of four other countries.
   4. State the relation between marriage: Emotional stability, crime, insanity, suicide, economic cycles.

C. What telic forces are available to stabalize the modern family?
   1. List the remedial forces present in society which are working toward this end.

D. Outline from your reading a constructive approach to the problems of the family. Emphasize the role of the school, the church, and the home in this approach.

E. What would be the value of a course in sociology in the secondary school?
   1. What topics of this unit would you include for subject matter content? Why?

UNIT VIII. *Sociology and education; an integration of units.*

A. Select those points from all units which should be taken into consideration in the formulation of a functional philsophy of education.

B. Select those points from the units which have had influence upon the school's curriculum.

C. Select those points from all units which tend to validate the following statements:
   1. Education is a socializing process.
   2. Education aids the individual to live successfully in the here and now.

D. Select those points which tend to stress the role of the school in the development of intelligent citizens.

The second experimental change consisted in the usage of a modified procedure akin to the Morrison Plan (13), combined with certain elements of the contract method (8). The historical developments of these techniques are too generally known to warrant further treatment. The essential elements of each, however, were retained as illustrated by the following description of the class procedure.

First, the Morrison Plan was modified and extended in the following way. A Guide Sheet for the work of each unit was handed to each student. Exploration and presentation periods were much abbreviated. The instructor merely indicated the nature of the coming unit, and stressed the reasons for the consideration of the material. Students then began

the assimilation period by working in the libraries. Here, recent reference texts on all topics were reserved for the groups. Here, also, current journals and magazines could be obtained. Although the Morrison Plan demands the laboratory type of assimilation period, this procedure was found impracticable, and so was dispensed with. The instructor, during the class meetings of this period, discussed with the group various topics related to the unit, but not those specifically included by the Guide Sheet. The class meetings each day also served as a clearing house for all questions and problems which came up during the reading periods in the library.

The temporal interval for the assimilation period is difficult to determine due to the individual differences in study plans of the college students. Consequently, an examination date was arbitrarily announced at the beginning of each unit, in order that students might plan their work. At the close of the interval a test was given wherein principles and important findings were checked; where applications were made and discussed. These tests were generally of the completion, identification, matching, and essay types.

The test, as used in introductory sociology, signified, if passed, that the student had sufficiently mastered the material of the unit. Because a quarter is short, and because several units had been arranged for, a grade of 80 or above constituted evidence for solution of the problems. If a student failed to pass the test, opportunity was offered for additional work and for another test. Students appeared to approve of this procedure, and several took advantage of the opportunity to make up the deficiencies.

The day following this test the class was turned into a socialized recitation, and a student was appointed to act as chairman. This chairman took charge of this meeting which came to be known as "organization day". Two or more students were asked to present papers which organized their readings on the problems of the units into consistent and comprehensive totalities. At other times, the students presented papers to the group on particular aspects of the unit's work, and then made interpretations, applications. Discussion of these papers was led by the chairman. The instructor was a member of the group. Each member of the group felt free to ask questions; to challenge the paper presented. At the close of the hours these organization papers were handed to the instructor who passed upon their adequacy. If a paper were returned with the mark of "U" (unsatisfactory), the student was permitted to rewrite the paper and to correct the deficiency. Following organization day the Guide Sheet for the next unit was handed out, and the cycle was repeated.

Second, the contract plan was modified and extended in the following way. Each student at the outset of the course received a mimeographed

sheet setting forth the details of course organization. Each student was asked to select one of the three possible levels of work, either A, B, or C. Each prospective teacher considered the number of courses he was to carry for the term, and the amount of outside work to be done before making a selection of the contract. These contracts were turned in to the instructor during the first week of the quarter. A few students changed their contracts a little later in the term, however. Students, after selecting their levels of work, were expected to also do C level work. Those contracting for an A or a B then went ahead doing work which was qualitatively and quantitatively different from the C work done by all.

The problem of selecting eminently worthwhile projects for the A and B students, as they were soon called for convenience, has not been adequately worked out. Nevertheless, these students were offered opportunity to work on *original* research projects which familiarized them with the simpler elements of sociological procedures. These projects tended to teach them, that they, as students, were capable of attacking problems and coming to some conclusion regarding them. With completion of these studies by the two groups of students, the sections met again during class periods, pooled their data, and then made statistical analyses. Research reports were prepared and presented to both classes.

The nature of the projects used for the two higher contracts follows. Students of the B level collected data from the student body of the college on mate selection standards by means of the questionnaire method. The findings on this project were related to the unit on the family (Unit III), and to the problem of social codes of local groups (Unit II). A comparison was also made with the data collected by Dr. R. E. Baber (3) of New York University who constructed the questionnaire used in this investigation. Explanations of wide differences among the social standars of eastern and midwestern college students on this topic were offered. Students working on the A level used the survey method in their analysis of the 1927 edition of *American Men of Science.* They confined their analyses to the contributions of the men and the women of this state to this biographical directory. The A group organized their attack by raising a number of sociological questions. By this survey method it was possible for them to answer these questions.

In addition both groups of students were allowed to select one or two eminently worthwhile books for reading and for class report. Opportunity was thus offered students to read one or two of the books which many often feel inclined to read, but never find time to do. Among these books will be found Keller, *Man's rough road* and Beard, *Whither Mankind.* All of these books are considered standard works in social psychology, philosophy of education and educational sociology.

In summary, the Morrison Plan and the contract method were combined in an attempt to align college teaching procedures with the recent

psychological and clinical findings relative to optional conditions for learning. All students covered the work of the units outlined in previous pages (C level contract). Others elected to do further work, and to earn, therefore, either an A or a B grade.

RESULTS OBTAINED FROM THESE PROCEDURES

The following statements indicate the results obtained from this so-called "experiment" in classroom technique.

1. Fifty-five students in introductory sociology were used as subjects in the "experiment". Twenty-two of this group were members of the afternoon section. The others met the second hour in the morning. Thirty-one of the 55 were girls. Eighteen of the total group were doing student teaching. Two were experienced teachers. All others had not yet "taken" student teaching, and so were designated as students in academic status.

2. Twenty-two contracted for A level work. Thirty-one students contracted for B level work. Only two students elected the C level.

3. The following number of grade-contracts were given at the end of the quarter. Twenty A contracts were considered satisfactory completed. Twenty-one B contracts were satisfactorily carried out. Ten B contracts were not made. The two C contracts were satisfactory. Six students who failed to receive the grade of B were given C grades, while the remaining four students of this group were given grades of D, passing without honor points.

4. Reasons for failure to make the contract were made known to the students via the grade cards which were returned to them by the administrative offices. These deficiencies, however, were also indicated by conference or by general rulings prior to the close of the term. In general, the following reasons for failure were:

   a. Failure to pass the makeup test on one or more units.
   b. Failure to present satisfactory organization papers.
   c. Failure to complete the project for either A or B level.

5. Student opinions concerning the relative success or failure of the program were anonymously requested during the last class period of the quarter. The majority of the group approved of the method. Many stated that the Guide Sheets and the project assignment made the course work definite. Students "knew when the work was done". They "knew exactly what they were expected to do". Apparently students appreciate this, for these comments were frequently reported. Many appreciated and approved of the training in library economy which they received through the library assimilation periods. Many expressed approval of the organization procedures. "The papers made you consider all you had read".... "They made you fit all your information together". The group voted for a continuation of the procedure with succeeding classes.

6. Observations of individual students whom the instructor had had in previous classes proved interesting. A number of students did superior work under the new plan, the reverse of their previous levels. They now showed initiative, cooperation to a high degree, and much interest. A few students, however, were accustomed in other classes, perhaps, to receiving high grades for doing what we might call C level work in a superior fashion, reported that too much work was required for the A contracts. Still other A students commented that the A contracts should require more work than they actually did.

7. From the instructor's point of view the class procedures made the work much more definite for all concerned. Each student knew his grade at the beginning of the term, provided he fulfilled his part of the contract. This plan does remove much of the emotionality which often results from what might be a mad scramble for grades. The plan further places the responsibility, to a degree, upon the student. Thus from the student and instructor points of view the method can be called successful. Although a number of technical difficulties developed during the quarter, it is felt that these could be surmounted by increasing the facilities of the library if the plan were to continue indefinitely.

Discussion of Results

The procedures described above were adopted temporarily in order to test their effectiveness at the collegiate level. They tend to illustrate, it is felt, educational methods with which the prospective teacher should show some familiarity. The plan also illustrated in action many of the generally accepted psychological principles of the present day. These principles follow. Illustrations from the procedures used in introductory sociology accompany them.

1. Learning is an active process. People of all ages learn by doing. This plan required a greater degree of activity than mere passive receptivity in a lecture room for 48 class meetings each quarter.

2. Education is a socializing process. With increase in the complexity of social life and with the change in social values, the schools have been attempting to aid in teaching the child to develop socially as well as mentally and physically. Organization papers and class projects tended to socialize instruction at the collegiate level.

3. Success acts as a positive stimulus. Ample opportunity was offered for successful fulfilment of each contract. No student necessarily needed to feel that the first trial was the final one. If some difficulty arose, opportunity was given for its correction. This procedure, therefore, tended to minimize the emphasis which is too often placed upon grades as the ultimate in education.

4. Work should be proportional to capacities, and it may be added, to the time the student can allot to each subject. Students could elect

any one of the three levels and so proportion their study hours. Working students no longer needed to feel incapacitated in their class work.

5. Educational procedures must consider a wide range of individual differences. On this point it is granted that not enough flexibility existed within the method as described in this report. Nevertheless, many students were allowed to choose the type of reading which they desired, and to select those types of research which they desired. This problem of considering individual interests in large college classes is indeed a difficult one. Obviously, guidance is necessary and was given to a degree in this particular class situation.

6. Educators should allow opportunity for the adolescent and for the adult student to generalize, theorize, originate. This method, particularly that of the organization period, made this possible.

7. The grading system, as based upon the rigid distribution of grades following the curve of normal distribution, is unsound psychologically. Wallin (18), among many others, has pointed out the evil effects which may result from its too rigid application in selected classes. Should a mediocre class of 50 receive the usual percentages of A grades? Should a highly gifted class receive the right proportion of failures? The answers to these questions are negative. Grades, and the emphasis which has been placed upon them as the end of all educational endeavors, have been the causes of many personality deviations and maladjustments. Numerous case histories testify to this.

In conclusion, the class procedure utilized in the two sections of introductory sociology illustrates sound psychological and mentally hygienical principles. The results indicate, likewise, that it is possible to decrease the degree of educational lag so often existent between recent experimental findings in a number of related fields and the application of these findings to teaching techniques. The challenge of the mental hygienist to the field of education can be accepted (25).

SUMMARY

The following statements may be offered in summary of this report upon the training in mental hygiene and in psychology offered in a state teachers' college.

1. A definite need exists among prospective teachers for an understanding of the interrelation present between psychology, mental hygiene, sociology, and educational practices.

2. Constructive approaches to the problem of presenting this relationship to prospective teachers are possible.

3. An experimental testing of certain teacher procedures at the collegiate level has indicated positive results. This report shows that teaching techniques can successfully keep pace with scientific advances made in related areas.

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Volume XVI Number 2

STATE OF ILLINOIS

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THE WESTERN ILLINOIS STATE TEACHERS COLLEGE QUARTERLY

★

SEPTEMBER, 1936

★

CONTENTS:

SURVEY OF COMMERCIAL SUBJECTS

— and —

COMMERCIAL TEACHERS

— in —

WESTERN ILLINOIS HIGH SCHOOLS

★

Published by the Western Illinois State Teachers College
Macomb, Illinois

By Authority of the State of Illinois

Commercial Club
Department of Commercial Education
Western Illinois State Teachers College

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FOREWORD

Any institution engaged in the training of teachers will fail to do so successfully unless it knows the needs of the communities it serves, for it is useless to prepare teachers for fields which do not exist and omit others in which there is great demand.

The class in Commercial Education, under the direction of Dr. Beighey, seems to have sensed this condition, and have set about finding out a great many of the conditions under which teachers of Commercial Subjects work in the high schools of western Illinois.

Certainly general conclusions for the whole State cannot be based upon this limited investigation, but it does furnish proper information upon which to build a curriculum and arrange programs of study and preparation for college students who are preparing to teach Commercial Subjects in the Military Tract.

The material here set forth is not only submitted as a basis for any reorganization which may be necessary within this department in this institution, but likewise as a suggestion to other departments in the Western Illinois State Teachers College and other similar colleges in the State and elsewhere for investigations of this type which may lead to a more thorough understanding of the needs of the field of teacher training.

W. P. Morgan

SURVEY OF COMMERCIAL SUBJECTS AND COMMERCIAL TEACHERS IN WESTERN ILLINOIS HIGH SCHOOLS

The following data have been compiled from the returns of a questionnaire sent to 140 High Schools in 14 counties of Western Illinois.

The survey was conducted during the Fall Quarter of 1936, by a committee of seven members of the class in Methods of Teaching Commercial Subjects.

The construction of the questionnaire and the compilation of the returns were made under the direction of Dr. Clyde Beighey, head of the Department of Commercial Education, Western Illinois State Teachers College.

Returns from 100 senior high schools and 9 junior high schools were received from the following towns and cities:

Adair
Aledo
Alexis
Altona
Annawan
Astoria
Bardolph
Biggsville
Blandinsville
Bradford
Brooklyn
Browning
Bushnell
Canton
Cambridge
Camp Point
Carthage
Chillicothe
Clayton
Coatsburg
Colchester
Colusa
Cordova
Cuba
Denver
Dunlap
East Moline
Ellisville
Elmwood
Elvaston
Fairview
Farmington
Ferris
Fountain Green
Frederick
Galesburg (3 schools)
Geneseo
Gilson
Gladstone
Glassford
Golden
Good Hope
Hillsdale
Huntsville
Industry
Ipava
Joy
Keithsburg
Kewanee (2 schools)
Kinderhook
Kirkwood
Knoxville
La Fayette
La Prairie
Liberty
Little York
London Mills
Loraine*
Macomb
Maquon
Marblehead
Media
Mendon
Moline (3 schools)
Monmouth
Nebo
New Boston
Oneida
Oquawka
Payson
Pearl
Peoria (3 schools)
Pittsfield
Port Byron
Princeville
Quincy (4 schools)
Ray*
Reynolds
Rio
Rock Island (3 schools)
Rockport (2 schools)
Roseville
Rushville
Seaton
Stronghurst
Terre Haute
Toulon
Ursa
Vermont
Victoria
Viola
Wataga
West Point
Williamsfield
Wyoming
Yates City

* No commercial work offered.

The detailed questionnaire and the answers that were received to the questions are embodied in the following report.

The original questionnaire:

WESTERN ILLINOIS STATE TEACHERS COLLEGE
Macomb, Illinois

To the Principal of the High School: The class in Methods of Teaching Commercial Subjects at the Western Illinois State Teachers College is undertaking to find out at first hand various facts pertaining to the commercial curriculum of Western Illinois High Schools. We will appreciate it very much if you will help us with this project by filling out the blanks below and returning this sheet to us at your earliest convenience. A self-addressed, stamped, envelope is enclosed for your convenience.

	Check subjects taught	Number of Semesters taught	Year in which offered?	Elective or required?	Approx. Number of pupils per yr. in this subject?	Single or double period	Outside office practice required?
Elem. Bus. Training							
Adv. Bus. Training							
Bus. Administration							
1st yr. Bookkeeping							
2nd yr. Bookkeeping							
1st yr. Shorthand							
2nd yr. Shorthand							
1st yr. Typewriting							
2nd yr. Typewriting							
Commercial Law							
Commercial Arith.							
Commercial Geog.							
Business English							
Office Machines							
Salesmanship							
Penmanship							
Economics							
Spelling							
Filing							

1. How many commercial teachers are on your faculty?_____
2. Are your commercial teachers college graduates?_____
3. If not, how much college training do they have?_____
4. Have your commercial teachers attended a liberal arts college, a university, or a teachers' college?_____
5. Have your commercial teachers majored in commercial education?____
6. How many years of commercial teaching experience have they had?
   _____
7. What other subjects are taught by your commercial teachers in addition to commercial subjects?_____
8. What extra curricular activities do your commercial teachers have?
   _____

Name_____

Date_____1936 School_____

City_____

THANK YOU!

Item A.

The first columnar item on the questionnaire was the checking of all commercial subjects in that particular high school. Those that were reported as being taught in connection, or in correlation, with other regular subjects (such as Office Machines with second-year Typewriting) were not included in the following frequency list unless definitely designated as a separate subject.

The subjects, listed in the order of their frequency, are as follows:

Subject	No. of schools in which taught
First year Typewriting	78
First year Bookkeeping	75
Economics	71
First year Shorthand	70
Elem. Business Training	62
Commercial Arithmetic	60
Second year Typewriting	47
Commercial Geography	45
Commercial Law	44
Second year Shorthand	37
Second year Bookkeeping	14
Spelling	7
Salesmanship	6
Business English	3
Penmanship	3
Business Administration	2
Filing	2
Advanced Business Training	1
*Banking	1
*Consumer Education	1
*Office Practice	1
*Personal Typewriting	1
*Secretarial Training	1
Office Machines	0

* Additional subjects written on questionnaire.

Question

B. Number of semesters taught in each commercial subject?

Subject	Number of semesters offered	Number of schools in which offered
Spelling	4	3
First Year Typewriting	2	78
First Year Bookkeeping	2	73
First Year Shorthand	2	70
Elementary Business Training	2	53
Second Year Typewriting	2	47
Second Year Shorthand	2	37
Second Year Bookkeeping	2	14
Economics	2	3
Commercial Geography	2	3
Business English	2	1
Commercial Law	2	1
Secretarial Training	2	1
Office Practice	2	1
Economics	1	65
Commercial Arithmetic	1	60
Commercial Law	1	43
Commercial Geography	1	42
Elementary Business Training	1	11
Salesmanship	1	6
Spelling	1	4
Business English	1	2
Business Administration	1	2
Filing	1	2
Advanced Business Training	1	1
First Year Bookkeeping	1	1
Penmanship	1	1
Personal Typewriting	1	1
Banking	1	1
Consumer Education	1	1
Penmanship	½	2
Economics	½	3
Office Machines	0	0

Question
C. Year in which each commercial subject is offered.

Subject	8th	9th	10th	11th	12th	Number of schools
Elementary Business Training	x					2
Elementary Business Training		x				46
Elementary Business Training			x			8
Elementary Business Training		x	x			6
Advanced Business Training			x			1
Business Administration				x	x	1
Business Administration					x	1
First Year Bookkeeping			x			5
First Year Bookkeeping				x		31
First Year Bookkeeping			x	x		3
First Year Bookkeeping					x	11
First Year Bookkeeping				x	x	21
First Year Bookkeeping			x	x	x	4
Second Year Bookkeeping				x		3
Second Year Bookkeeping					x	6
Second Year Bookkeeping			x	x	x	1
Second Year Bookkeeping				x	x	4
First Year Typewriting	x					2
First Year Typewriting			x			3
First Year Typewriting				x		38
First Year Typewriting			x	x		4
First Year Typewriting					x	9
First Year Typewriting				x	x	21
First Year Typewriting		x	x		x	1
Second Year Typewriting				x		3
Second Year Typewriting					x	40
Second Year Typewriting				x	x	4
First Year Shorthand				x		41
First Year Shorthand					x	13
First Year Shorthand				x	x	16
Second Year Shorthand				x	x	1
Second Year Shorthand					x	36
Commercial Law			x			4
Commercial Law				x		15
Commercial Law			x	x		2
Commercial Law			x	x	x	1
Commercial Law					x	9
Commercial Law				x	x	13
Commercial Arithmetic		x				4
Commercial Arithmetic			x			11
Commercial Arithmetic		x	x			1
Commercial Arithmetic				x		29
Commercial Arithmetic			x	x		2
Commercial Arithmetic					x	2
Commercial Arithmetic				x	x	7
Commercial Arithmetic			x	x	x	4

Subject	8th	9th	10th	11th	12th	Number of schools
Commercial Geography		x				9
Commercial Geography			x			17
Commercial Geography		x	x			3
Commercial Geography				x		7
Commercial Geography			x	x		6
Commercial Geography				x	x	3
Business English					x	3
Salesmanship				x		2
Salesmanship				x	x	1
Salesmanship					x	3
Penmanship	x					1
Penmanship		x				1
Penmanship				x	x	1
Economics			x	x	x	1
Economics				x		35
Economics				x	x	23
Economics					x	12
Spelling	x					3
Spelling		x				2
Spelling				x		2
Filing		x				1
Filing					x	1
Banking					x	1
Consumer Education				x	x	1
Personal Typewriting			x			1
Office Practice					x	1
Secretarial Training					x	1
Office Machines						0

Question

D. Are the following commercial subjects elective or required?

Subject	Number of Schools	
	Elective	Required
Elementary Business Training	55	7
Advanced Business Training	1	0
Business Administration	2	0
First Year Bookkeeping	71	4
Second Year Bookkeeping	14	0
First Year Shorthand	67	3
Second Year Shorthand	35	2
First Year Typewriting	74	4
Second Year Typewriting	45	2
Commercial Law	38	6
Commercial Arithmetic	51	9
Commercial Geography	35	10
Business English	1	1
Salesmanship	6	0
Penmanship	2	2
Economics	62	9
Spelling	2	5
Filing	1	1
Banking	1	0
Consumer Education	1	0
Personal Typing	1	0
Office Practice	1	0
Secretarial Training	0	1
Office Machines	0	0

Question

E. Approximate number of students per year in these subjects?

	Number of students	Rank as to number of students	Number of schools reporting	Average number of students per school reporting
First Year Typewriting	3,493	1	78	44.8
Elementary Business Training	2,706	2	62	43.6
First Year Shorthand	2,420	3	70	34.5
First Year Bookkeeping	2,348	4	75	31.3
Economics	1,915	5	71	26.9
Commercial Arithmetic	1,789	6	60	29.8
Second Year Typewriting	1,503	7	47	31.9
Commercial Geography	1,126	8	45	25.0
Second Year Shorthand	1,109	9	37	29.9
Commercial Law	843	10	44	19.1
Second Year Bookkeeping	523	11	14	37.3
Salesmanship	251	12	6	41.8
Business English	130	13	3	43.3
Penmanship	90	14	63	30.0
Business Administration	75	15	2	37.5
Personal Typing	70	16	1	70.0
Advanced Business Training	40	17	1	40.0
Spelling	35	18	7	5.0
Filing	30	19	2	15.0
Banking	25	20½	1	25.0
Secretarial Training	25	20½	1	25.0
Consumer Education	10	22	1	10.0
Office Practice	0	0	1	....
Office Machines	0	0	0	0.0

Question

F. Are the following commercial subjects taught as single or double period subjects?

Subject	Number of schools teaching the subject as a	
	Single Period	Double Period
Elementary Business Training	62	0
Advanced Business Training	1	0
Business Administration	2	0
First Year Bookkeeping	35	40
Second Year Bookkeeping	10	4
First Year Shorthand	65	5
Second Year Shorthand	37	0
First Year Typewriting	41	37
Second Year Typewriting	34	13
Commercial Law	44	0
Commercial Arithmetic	60	0
Commercial Geography	45	0
Business English	3	0
Salesmanship	6	0
Penmanship	3	0
Economics	71	0
Spelling	7	0
Filing	2	0
Banking	1	0
Consumer Education	1	0
Office Practice	0	1
Secretarial Training	1	0
Personal Typewriting	1	0
Office Machines	0	0

Question

G. Schools requiring outside practice in the following commercial subjects.

Subject	Number of Schools
First Year Shorthand	10
Elementary Business Training	7
Commercial Arithmetic	4
First Year Typewriting	5
First Year Bookkeeping	6
Commercial Geography	3
Economics	3
Second Year Shorthand	5
Commercial Law	3
Second Year Typewriting	4
Second Year Bookkeeping	2
Secretarial Training	1
Filing	2

Questions.

1. How many commercial teachers are on your faculty?

Teachers	Schools	Total Teachers	Full-time	Part-time
0	18	0	0	0
1	59	59	57	2
2	19	38	35	3
3	1	3	1	2
4	5	20	18	2
5	3	15	15	0
7	1	7	7	0
8	1	8	8	0
11	1	11	11	0
14	1	14	14	0
	109	175	166	9

The average number of commercial teachers per school is 1.60.

2. Are your commercial teachers college graduates?
(175 teachers reported)

Number who were college graduates..... 148
Number who were not college graduates..... 14
Number who were indefinitely reported..... 13

175

3. If not, how much college training have they had?
(27 teachers reported)

Years of College Training	0	1	1½	2	2½	3	3½	Indefinite	Total
Teachers.....	0	1	0	3	0	6	4	13	27

4. Have your commercial teachers attended a Liberal Arts College, a University, or a Teachers College?
To find numbers of teachers who attended one or more institutions read from left to right.

Read Across	Liberal Arts	University	Teachers College	Business College	Indefinite	Total
Liberal Arts.....	21	8	11	..	..	40
University.....	..	12	5	1	..	18
Teachers College.....	2	5	50	..	..	57
Business College.....	..	..	..	1	..	1
Indefinite.....	..	..	..	..	59	59
Totals.....	23	25	66	2	59	175

5. Have your commercial teachers majored in commercial education?

Number who had majored in commercial education..... 132
Number who had not majored in commercial education..... 39
Number who gave no answer to the question..... 4

6. How many years of commercial teaching experience have they had?

Years of Experience	Number of Teachers	Total Years of Experience
20	1	20
19	1	19
18	2	36
16	1	16
15	7	105
14	2	28
13	1	13
12	3	36
11	1	11
10	11	110
8	10	80
7	5	35
6	4	24
5	14	70
4	9	36
3	14	42
2	16	32
1	15	15
0	9	0
	126	728

Number who gave an indefinite answer to the question..... 49
Mean or average years of commercial teaching experience..... 5.78 yr.

7. What other subjects are taught by your commercial teachers in addition to commercial subjects?

Subjects	Frequency
None	55
Science	10
English	9
Algebra and Geometry	9
History	8
Civics	5
Arithmetic	4
Latin	4
Music	4
Geography	3
Economics	2
Social Science	2
Home Economics	1
Physical Education	1
Sewing	1

8. What extra curricular activities do your commercial teachers have?

Activities	Frequency
Class and Club Advisor	21
None	17
Athletics	16
Publications (school paper, etc.)	14
Dramatics	11
Music	9
Physical Education	7
School Funds	6
Librarian	4
Girls Athletics	3
Club Work	2
Assembly programs	2
Home Room	2
Office Work	2
Archery	1
Athletic Manager	1
Dean of Girls	1
Girls Pep Club	1
N. Y. A. Supervision	1
Principal	1
Speed Writing	1

This survey was carried out as a direct result of the lack of and increasing necessity for definite information of the type contained in this report. Its purpose has been threefold. First, that it would make it possible for the Department of Commercial Education to more adequately outline for those contemplating the teaching of commercial education some of the demands, activities, and indications existing at present in the high schools of Western Illinois. Second, that it would reveal to high school principals and teachers what is being done in the commercial departments of other high schools and thus give them some basis for comparison. Third, that its value might stimulate similar surveys of a broader scope in this rapidly growing and popular field.

The committee is grateful to Dr. Clyde Beighey and wishes to acknowledge the constructive suggestions offered by him. The committee hopes that this survey will be of material assistance to other departments of the high schools and colleges in correlating their work with the commercial field.

The members of the student committee were:

Lewis McAllister
Marvin McMillan
Harlan Morton
Frances Oakes
Carl Quinn
Jeanne Ruble
Lee Wade

Teachers College Quarterly

Macomb, Illinois

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"This Institution is a Member of the American Association of Teachers Colleges, Accredited since February 25, 1928."

This Teachers College was also accredited by the North Central Association of Colleges and College Standards, March 16, 1928, and has been accredited annually since that date.